

WORKING GROUP FIRST ROUND RECOMMENDATIONS

Education and Curriculum

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities.

By leveraging existing resources, including UC Extension, UC may be able to better meet student and workforce needs and generate new revenue through the following actions:

1. Develop more self-supporting professional master's degree programs in high demand disciplines.
 - a. Focus on new degrees in disciplines that address current workforce needs, generate sufficient enrollment at higher fee in order to cover all expenses, and result in net distributable revenue back to the campus.
 - b. Develop the infrastructure to support degrees for working professionals, either within departments/schools or by collaborating with UC Extension. The latter is allowed within existing Senate regulations and has been developed in specialized areas on some UC campuses.
2. Expand delivery of high demand UC degree courses through UC Extension to non-UC students (e.g., advanced high school students, prospective community college transfer students, or adult students preparing for higher education).
 - a. Delivery of UC transferable degree credit courses (or "exact equivalent" courses) through UC Extension is allowed within existing Senate regulations.
 - b. Such classes are in high demand in some regions (e.g., Los Angeles).
3. Expand and systematize concurrent enrollment through UC Extension to non-UC students in regular campus courses that have available spaces.
 - a. Concurrent enrollment is well established, is allowed within existing Senate regulations, and currently results in net distributable revenue to campus academic programs.
 - b. Non-UC students currently identify courses and obtain instructor approval to enroll in campus classes on a space-available basis.
 - c. Develop a database of classes with predictable excess capacity that could be marketed to the public; streamline the permission/enrollment process for concurrent enrollment students.
4. Investigate the benefits of offering a part-time, self-supporting bachelor's degree completion program delivered through UC Extension for adult working students who meet current transfer requirements.
 - a. Similar to the professional master's degree programs (item 1 above), but with focus at the upper division undergraduate level.
 - b. Degree would serve working adults who have not yet completed the BA degree.
 - For example, in Los Angeles county, 26% of the adult population over age 25 (a total of 1.7 million people) has had "some college."

- c. Modeled after similar programs at University of Virginia and Harvard University.
 - One or two general, interdisciplinary majors offered
- d. Admission criteria would be the same as current transfer requirements.
- e. Program would be alternatively scheduled (evenings, weekend, and other) to support part-time enrollment.
- f. Develop delivery model that would cover all expenses and would result in net distributable income back to campus academic programs, most likely fees approaching non-resident tuition level.
- g. Evaluate potential use for students in their final quarter or semester allowing degree completion through part-time status freeing up other courses they might take to other students.

Rationale:

- *Generate new revenue.* Self-supporting programs have the potential to generate significant revenue for departments, particularly if departments leverage existing infrastructure (e.g., with other departments or UC Extension) to offer and manage the program. Offering UC courses to non-UC students, whether through Extension public programs or concurrent enrollment, would bring new dollars to the University. Bachelor's degree completion programs are in high demand nationally, serve current workforce development needs, and could result in additional revenue streams for UC. These programs also could provide graduate student support if supervised advanced PhD students were permitted to teach in these programs.
- *Improving access to UC education.* Self-supporting programs, completion programs, and delivery of UC courses to non-UC students could all provide qualified students with another avenue to a UC education.
- *Meeting student need.* There is a demand for professional masters programs in certain areas of study. Giving UC students the option to take courses part-time as a "non-UC student" may assist them in eventual degree completion.
- *Improve time to degree.* For UC-bound advanced high school students or CCC transfer students, access to UC courses prior to their matriculation at UC could potentially reduce the required credits they would need to take while on campus.

Impact on Access:

- While the higher fee levels of self-supporting programs can be a barrier to access for some, these programs can be designed to return a portion of the fees to financial aid to ensure students of all means have the opportunity to attend these programs. In addition, to the extent that self-supporting programs generate additional revenues for academic departments, this improves access for students in the regular programs.

Impact on Quality:

- Degree programs and courses offered for UC credit, whether through departments or UC Extension, should continue to adhere to current Academic Senate processes and standards of quality.

Fiscal Implications:

- Potentially significant new revenue from new self-supporting programs and by offering UC courses to non-UC students. Current UC self-supporting programs generate

annually about \$100 million. Those programs yield about \$25 million per year above program costs. However, most of that revenue comes from the high-cost self-supporting executive MBA programs. To date, most other self-supporting programs are relatively small – generating modest amounts above program costs. Concurrent enrollment programs through UC Extension transfer about \$4.5 million annually to academic departments. Additional annual revenue that could be generated beyond existing programs is probably in the \$10-\$25 million range for the system as a whole; however, more in-depth market analysis would need to be conducted on a program by program basis to estimate the true revenue potential of these new programs.

- Cost of developing a system to track open spaces in classes.
- Create financial incentives for academic departments to develop and launch self-supporting programs.

Challenges:

- Obtaining Academic Senate support for these programs given the following:
 - Uneven understanding and application of existing policy across campuses with regard to self-supporting programs offered in collaboration with Extension.
 - Concerns over teaching staff.
 - Concerns regarding the creation of a “second-tier” program.
- Encouraging some departments to work with Extension to develop self-supporting programs.
- Developing the processes and tools needed to offer UC courses to non-UC students.
- Protracted process for approval of new graduate programs may force campuses to miss time-sensitive opportunities.

Next Steps for Implementation:

- Convene a joint Senate-administration task force to implement and review policies on self-supporting programs.
- Examine best practices from campuses that have been successful with various self-supporting programs.

Other Options Considered:

- None.

APPENDIX 1

UNIVERSITY OF CALIFORNIA APPROVED SELF-SUPPORTING PROGRAM FEES – 2009-10

(excludes self-supporting graduate degree programs administered through University Extension)

BERKELEY

Evening-Weekend MBA Program (annual fee):

\$31,528 New and continuing students

Berkeley-Columbia Executive MBA Program (UC portion of program fee):

\$72,480 New students entering Summer 2009

\$70,000 Continuing students who entered Summer 2008

Master of Financial Engineering Program (1-year program fee):

\$50,000 New students entering Spring 2010

LLM Program (1-year program fee, includes health insurance):

\$44,935 New students entering Fall 2009

DAVIS

Working Professional MBA Program – Sacramento Location (course fee):

\$2,808 New students entering in 2009

\$2,676 Continuing students who entered in 2008

\$2,550 Continuing students who entered in 2007

\$2,490 Continuing students who entered in 2006

Working Professional MBA Program – Bay Area Location (course fee):

\$3,570 New students entering in 2009

\$3,399 Continuing students who entered in 2008

\$3,240 Continuing students who entered in 2007

\$3,150 Continuing students who entered in 2006

Master of Advanced Study – Clinical Research (unit fee):

\$481 New and continuing students

IRVINE

Executive MBA (EMBA) Program (2-year program fee):

\$89,500 New students entering Fall 2009

\$86,250 Continuing students who entered Fall 2008